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A Study of Professional Staff Turnover in Catskill Area Schools for the Year Ending June 1968.

Catskill Area School Study Council, Oneonta, N.Y.

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Identifiers-*Catskill Area School Study Council, New York

The professional staff in 33 Catskill Area School Study Council and peripheral area schools for the year ending June 1968 consisted of 70 administrators, 1,557 classroom teachers, and 131 persons in other professional staff capacities. The schools ranged in enrollment from 233 to 3,033. Of the 261 professional staff involved in the total turnover, 13.4% retired from service, 19.1% left for family reasons, 11.1% left because of pregnancy, 20.6% resigned to seek employment in some other geographic area, 14.5% resigned for another job in the system, 1.5% were drafted or left to join the Peace Corps, 14.1% resigned by request or were not reappointed, and 5.3% left for other reasons. The total turnover for the year was 14.8% of the total professional staff, which was lower than the 1968 national norm for similar areas. Administrators had the greatest turnover of any group, followed by pupil personnel specialists, and then by teachers. (EV)

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A STUDY OF PROFESSIONAL STAFF TURNOVER

IN CATSKILL AREA SCHOOLS

FOR THE YEAR ENDING

JUNE 1968

Catskill Area School Study Council
State University College
Oneonta, New York

rc003231

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREPARED BY LAWRENCE J. HELDMAN

FOR

THE CATSKILL AREA SCHOOL STUDY COUNCIL

PUBLICATION COMMITTEE

Howard Lynch

Stephen Jamba

DECEMBER 1968

The Catskill Area School Study Council acknowledges the participation of the administrators of the following schools for their participation in this survey. The accuracy and speed with which they returned the instruments make this a worthwhile report.

Afton Central School
Bainbridge-Guilford Central School
Charlotte Valley Central School
Cherry Valley Central School
Cooperstown Central School
Delaware Academy and Central School
Downsville Central School
Andrew S. Draper Central School
Edmeston Central School
Franklin Central School
Gilbertsville Central School
Gilboa-Conesville Central School
Grand Gorge Central School
Greene Central School
Hancock Central School
Jefferson Central School
Laurens Central School
Margaretville Central School
Milford Central School
Morris Central School
Mount Upton Central School
New Berlin Central School
Oneonta City School District
Owen D. Young Central School
Roxbury Central School
Sidney Central School
South Kortright Central School
South New Berlin Central School
Springfield Central School
Stamford Central School
Walton Central School
Windham-Ashland-Jewett Central School
Worcester Central School

Scope and Limitations The survey was limited to schools who hold membership in the Catskill Area School Study Council or who are on the periphery of the area. Of thirty-eight schools corresponded with, thirty-three replied for a total return of 87 percent.

Information contained in this study is limited to the local area described unless footnoted otherwise.

The Instrument The questionnaire was mimeographed on Catskill stationery and mailed to schools in the described area. Thirty-three schools had replied by the end of November. All information was organized in confidence within the Catskill office. A copy of the instrument appears in the Appendix.

Definitions Professional staff means all those persons employed in a school district as faculty, administration or pupil personnel staff.

Elementary pertains to grades K-6, and secondary includes grades 7-12. Part-time professional staff generally refers to those shared employees provided through the board of cooperative educational services.

ANALYSIS OF THE DATA

Size of the Districts Reporting The thirty-three schools represent a total of 27,616 children and a full-time professional staff of 1,758 people. The schools range in size from a staff of twenty-five to one of 206. In terms of pupils, this range extends from 233 to 3,033.

A further breakdown lists 70 full-time administrators, 1,557 full-time classroom teachers and 131 persons in other professional staff capacities such as pupil personnel.

Loss of Staff by Category

	Number	% of These Leaving	% of Total Staff
A. Retired from Service			
Kindergarten	2		
Grades 1-3	9		
4-6	8		
7-9	3		
10-12	10		
Administrators	3		
Total	35	13.4%	1.99%
B. Family Reasons (Husband transferred, health, etc.)			
Kindergarten	5		
Grades 1-3	14		
4-6	7		
7-9	4		
10-12	14		
Administrators	--		
Pupil Personnel	6		
Total	50	19.1%	2.84%
C. Pregnancy			
Kindergarten	2		
Grades 1-2	7		
4-6	4		
7-9	6		
10-12	7		
Administrators	--		
Pupil Personnel	3		
Total	29	11.1%	1.65%
D. Resigned to seek employment in some other geographic area for personal reasons			
Kindergarten	1		
Grades 1-3	4		
4-6	6		
7-9	13		
10-12	26		
Administrators	--		
Pupil Personnel	4		
Total	54	20.6%	3.07%

	Number	% of Those Leaving	% of Total Staff
E. Resigned for a "promotion" (either prestige or salary)			
Kindergarten	--		
Grades 1-3	--		
4-6	--		
7-9	1		
10-12	19		
Administrators	12		
Pupil Personnel	6		
Total	38	14.5%	2.16%
F. Drafted or left for military or Peace Corp			
Insignificant Total of	4	1.5%	.3%
G. Resigned by request-or not reappointed			
Kindergarten	1		
Grades 1-3	2		
4-6	5		
7-9	8		
10-12	17		
Administrators	3		
Pupil Personnel	1		
Total	37	14.1%	2.10%
H. Other (deceased, medical retirement, etc.)			
Kindergarten	1		
Grades 1-3	--		
4-6	5		
7-9	3		
10-12	4		
Administrators	--		
Pupil Personnel	1		
Total	14	5.3%	.7%
Total Loss	261	100%	14.8%

The total turnover of all categories for the year ending June 30, 1968 for area schools was apparently 14.8 percent. The turnover reported in the Central School Study Report of September 1967 [1.] shows a composite of 16.2 percent for the associations reporting to them.

Organization	Percent of teacher turnover 1966-67
Central School Boards Committee for Educational Research	15.2
Metropolitan School Study Council	15.6
Associated Public School Systems	16.9
Composite	16.2
CASSC Schools for 1967-68	14.8

The largest percentages of turnover in the Lohman Study of 1963 [2.] (up to 38.9 percent) were reported in districts with small staffs. In other words rural schools in the national study represented the highest turnover compared with our area showing a total turnover lower than the national norm. The "holding power" of CASSC schools is greater than the national average reported in the Central School Study.

It is interesting to note that of the 222 full-time teachers that left their positions in 1968, 61 percent were secondary. Of particular importance is the fact that better than one-fourth of all full-time administrators in the schools surveyed left. Only three of the administrators who left retired, while twelve left to seek "better" positions. It would seem that administrators had the greatest

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1. Laabs, Charles, "Central School Study and Teacher Turnover", Central School Study Special Report, New York, New York, September 1967.

2. Maurice A. Lohman, "An Investigation of Teacher Turnover," IAR Research Bulletin, Vol. 4, No. 1, Nov., 1963. T. C. Columbia, New York.

TURNOVER BY ASSIGNMENT 1967-68

	Number leaving	Percent of 261 who left	Total in Assigned Area	Percent of Total in Assigned Area left
Elementary	86	32.9	1557 Full-Time Teachers	14.2 Teacher Turnover
Secondary	136	52.1		
Administrators	18	6.9	70 Full-Time Administrators	25.7 Administrator Turnover
Pupil Personnel	21	8.05	131 Full-Time Pupil Personnel in Related Jobs	16.0 Pupil Personnel Turnover
	261	99.95%		

turnover while pupil personnel and other related K-12 specialist ranked second with twenty-one of 131 (16 percent) leaving.

Replacing the Staff Member Who Left The survey asked specific questions regarding the replacement of staff members. These figures do not exactly correspond to the number left for some of the following reasons: added positions to be filled, changes in shared service arrangements with a BOCES, positions not filled at the time the survey was taken and positions eliminated.

Tabulated below are the positions filled by replacement source. The total number reported was 254 of which ten were pupil personnel and fourteen were administrators.

Category	Number	Remarks
A. First Teaching Experience		
K	5	
1-3	21	
4-6	16	
7-9	26	
10-12	36	
Total	104	45.2 percent of 230 teaching positions
B. First Administrator or Pupil Personnel Experience		
Administrators	10	71.4 percent of 14 administrator positions
Pupil Personnel	3	30 percent of 10 pupil personnel positions
Total	13	
C. Returned After Extended Leave (For Example, to Raise Children) ie.Had Some Previous Experience but Interrupted		
K	5	
1-3	3	
4-6	6	
7-9	1	
10-12	7	
Total	22	9.5 percent of 230 teaching positions
Administrators	--	
Pupil Personnel	4	40 percent of 10 pupil personnel positions
Total	4	

Category	Number	Remarks
D. Hired From Another District to Perform Similar Job		
K	4	
1-3	10	
4-6	17	
7-9	27	
10-12	38	
Total	96	41.7 percent of 230 teaching positions
Administrators	4	28.6 percent of 14 administrator positions
Pupil Personnel	3	30 percent of 10 pupil personnel positions
Total	7	
E. Returned from Retirement		
K	0	
1-3	2	
4-6	0	
7-9	1	
10-12	1	
Administrators	0	
Pupil Personnel	0	
Total	4	1.7 percent of 230 teaching positions
F. Hired from Industry or Business		
K	0	
1-3	1	
4-6	0	
7-9	2	
10-12	1	
Administrators	0	
Pupil Personnel	0	
Total	4	1.7 percent of 230 teaching positions

Experience of Replacements Just under half of the 230 teachers hired were accepting their first teaching position (45.2 percent). The remaining teachers were hired directly from other similar positions (41.7 percent) or returned after an extended leave (9.5 percent). An insignificant number (1.7 percent) returned from retirement or were hired from some other occupation (1.7 percent).

Administrative positions were filled in 71 percent of the cases reported by persons without previous full-time experience in a similar position.

Loss of Staff from the Region The survey attempted to determine the actual number

of teachers and administrators who left the region to take similar or "better" positions. The reports indicated that at least 76 of the total turnover of 261 left the region. Some reports indicated that the number leaving the region was unknown. It is apparent from this information that the total loss to the region is minimal and that there is some mobility within the region.

Ability to Recruit New Staff Recruitment was a problem for eighteen of the thirty-three reporting districts. In these districts, the administrators felt that they were unable to search for new staff as extensively as necessary. The remaining fifteen districts reported that they did not have a recruitment problem. Part of the favorable reply was due to the fact that some of the fifteen districts had very few teachers to employ because of low turnover.

All thirty-three districts reported using college placement services as a source of new teachers. Employment agencies were used by 66 percent, alumni contacts by 21 percent, personal trips by 65 percent while 21 percent found some other source such as newspaper advertising or direct applications helpful.

Positions Most Difficult to Fill Listed below are the positions area administrators found most difficult to fill. They are listed in the order of difficulty reported and reflect the needs for this year only.

* Music
* Physical Education (Women)
  Science (Secondary)
  Foreign Language
  Business Education
  Industrial Arts
  English
  Math
  Primary (K-3)
  Intermediate (K-12)
* Art (K-12)
* Librarians
* Special Education
* T. V. Teacher

* Guidance
* Psychologist

It is interesting to note that eight of the sixteen categories listed were special areas (*). It is also significant to note that administrators were not listed inspite of the high turnover.

Summary The region described in this report has a relatively low turnover of full-time teachers (14.2 percent) and a much larger turnover of full-time administrators (25.7 percent). Inspite of the low turnover recruitment is a problem for more than half of the area administrators. Less than half (45.2 percent) of new teachers were inexperienced while 71.4 percent of new administrators did not have previous full-time administrative experience.

In terms of the statewide demand for teachers, the report published by the Placement Office of the State University College, Oneonta, showed that 100 percent of all candidates registered with them from the class of 1968 were placed. These people were placed at an average annual salary of $6490.

Dr. Lawrence Heldman is available to area schools for consultation relative to this report. You may call him at 432-1445.

APPENDIX

Appendix A

Return to: Lawrence J. Heldman
Catskill Area School Study Council
State University College, Oneonta

SCOPE AND NATURE OF STAFF TURNOVER
Fall 1968

District _____

Person Completing Form _____

1. District Size September 1968

   A. Total pupils regular classes K-12 _____
   B. Total pupils special education classes or homebound _____
   C. Total professional staff _____

      1. Number full-time administrators_____
      2. Number teaching _____
      3. Number professional staff in all other capacities (pupil personnel, etc.) _____
      4. Number of new positions this year _____

2. Fill in the number where appropriate. Professional leaving between September 1967 and September 1, 1968. Do not show changes within district. Show a person only once.

Primary Reason for Leaving	Grade K	1-3	4-6	7-9	10-12	Full-Time Administrators	Pupil Personnel Other Professional Staff
A. Retired from Service							
B. Family Reasons (Husband transferred, health, etc.)							
C. Pregnancy							
D. Resigned to seek employment in some other geographic area for personal reasons							
E. Resigned for a "promotion" (either prestige or salary)							
F. Drafted or left for military or Peace Corp							
G. Resigned by request -or not reappointed							
H. Other (deceased, medical retirement, etc.							

3.. Replacements - New Staff

Fill in number where appropriate - show a person only once.

	Grade K	1-3	4-6	7-9	10-12	Full-Time Administrators	Pupil Personnel & Other Professional Staff
A. First Teaching Experience						XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX
B. First Administrator or pupil personnel experience	XXXXXXXXXXXXXXXXX

8. Would you like to comment on the availability of substitute teachers -

short term _____
long term _____

9. Other (to say anything that hasn't been asked).

10. There are many things that could be followed up in a survey such as this - please comment below to whatever extent you wish.

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